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ABSTRACT

The pilot Helping One Student to Succeed (HOSTS) project has been highly successful in terms of benefits to and attitude impact on students. The 1984-85 project was a continuation of the Retired Teacher Tutoring Project which began in the spring of 1983, combined with HOSTS tutoring methods and materials. Although tutoring by the retired teacher tutors each year was very effective, the addition of HOSTS proved to be a means by which most of the identified student needs were satisfied. Test score gains were exceptionally high as compared with gains obtained by comparison groups such as Chapter I and the total District. Also, the 1984-85 gains are better than the gains of tutoring during the previous year. Improvement over the tutoring project gains of the previous year is especially noteworthy since the gains registrered at that time were above average and well above the usual gains for students with low reading skills. The substantial increases in reading test scores add support to the view that the HOSTS' procedures, as implemented by the Cleveland High School teachers and tutors, are highly effective. (PN)

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HOSTS PILOT PROJECT

AT CLEVELAND HIGH SCHOOL

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
[illegible]er E. Hathaway, Director

James N. Holmes
June, 1966

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HOSTS PILOT PROJECT

An Evaluation Report of HOSTS
Tutoring Procedures for Students
at Cleveland High School during
the 1984-85 School Year

June, 1985

James Holmes
Department of Research, Evaluation and Testing
Portland Public Schools
Portland, Oregon

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INTRODUCTION

Beginnings

The beginnings of the pilot HOSTS project at Cleveland High School can be traced back to the fall of 1982 when Superintendent Matthew Prophet and members of the Oregon Retired Teachers Association (ORTA) discussed the need for tutoring in high schools. At that time, approximately 1,300 high school students in the class of 1984 had been identified by the results of testing for remedial assistance. Individualized help was needed to meet the newly developed competency goals in reading, writing, speaking, and listening. Plans and guidelines for the implementation of a tutoring project were developed by the Portland Public Schools' Oregon Retirement Teachers Association Planning Committee and the project was launched during the last two months of the 1982-83 school year.

Phase two of the retired teachers tutoring program began in the fall of 1983 with improved procedures and more participants and concluded with a long list of successful experiences.[1] The tutoring program was judged to be "an outstanding success" as stated in the summary of the Mid-Year Evaluation Report of February, 1984, and the test score gains as reported in the Supplemental Evaluation Report of June, 1984, were "exceptionally high."

Merger with HOSTS

Ideas and suggestions for further improvement lead to an examination of another successful tutoring program known as HOSTS (Helping One Student To Succeed) and it was soon apparent that a merger of programs could be expected

[1] Congratulations to retired teacher tutors are included in the Superintendent's letter of August 27, 1984 (Attachment 1)

to yield significant benefits. The most important improvements to be obtained from HOSTS procedures were that 1) students would be scheduled for tutoring rather than pulled from another class, 2) well prepared instructional materials and systematic recordkeeping procedures would be provided, and 3) a teacher/specialist would be assigned to coordinate the activities of the project.

DESCRIPTION

Pilot Project Development

The pilot project planned to provide a HOSTS program at Cleveland High School was developed by: Marlene Bayless Mitchell, Department of Public Information and Communications; Sandra Page, Cleveland High School Vice Principal; and Marsha Farrow, HOSTS Coordinator. Advice and consultation was provided by members of the Oregon Retired Teachers Association and the Evaluation Department. The basic objectives of the plan were to provide more tutoring time for students and better materials and facilities for tutors.

Cleveland High School was recommended for the pilot site because the vice principal, Sandra Page, and the retired teacher tutors working at Cleveland High School were particularly enthusiastic about the benefits of tutoring for Cleveland students. In addition, the Cleveland High School administration stated that space and facilities needed for the project would be provided and time would be scheduled for students to participate, both as students and as tutors. It was also fortunate that the reading teacher at Cleveland, Peter Thacker, was a certified reading specialist with experience as a supervisor of teacher tutors in the Harvard Graduate School of Education. Although the vice principal and principal at Cleveland were transferred to other schools during

the summer, the newly assigned administrators continued with the plans for the project with equal support and commitment.

HOSTS Design

The design of HOSTS as developed by the HOSTS Corporation is to provide individualized, personalized help for students in need of special help (Attachments 2 and 3). Instructional procedures are diagnostic and prescriptive and skill specific materials are available for students with various instructional needs. Students begin by taking an Individual Reading Inventory as a placement test which helps to establish the level at which reading can occur without frustration. They are then tested with an appropriate level of the Fountain Valley Developmental Skills Test to identify specific reading skill deficiencies. After testing, the results are analyzed to serve as the basis for the preparation of instructional prescriptions and daily lesson plans based on the prescriptions. Lesson plans are followed by trained tutors under the direction of the teacher.

Tutoring Time

At the elementary school level, HOSTS tutoring is usually scheduled for 30 minutes per day, four days per week. Tutoring sessions at Cleveland, however, are 45 or 50 minutes per day and the average student is tutored three days per week as follows:

A Typical HOSTS Tutoring Session (45 minutes class)

15 min. Collaborative reading - students and tutors alternately read in self-selected trade books. Students read for fluency; tutor supplies difficult words. Last few minutes spent discussing reading when warranted.

20 min. Specific Skills Work - Students work on particular skills (i.e. sequencing, main idea, words in context, etc.) identified as deficient by our testing instruments.

5 min. Word Recognition and Meaning Skills - students add to their sight vocabulary words identified in collaborative reading, in content area classes, etc. Tutors discuss meanings, have students use words in context when appropriate.

5 min. Writing in journals; playing word games; computer time.

On day each week is used for independent work on the same materials used during tutoring. The fifth day of each week (Friday) is devoted to group instruction by the HOSTS reading teacher.

The Cleveland High School project has three classes each morning with approximately 15 students in each session. Staffing during this half day includes one teacher (.5 FTE) and one part-time instructional aide (.25 FTE). Twenty-one retired teachers were listed as tutors during the first 25 weeks of the year, with seven registered for three periods (one morning) per week and the rest for one or two periods per week. Student tutors, called peer tutors, numbered 15 during the first semester and 11 the second semester. Peer tutors worked one period per day, four days per week. Some additional tutoring help was obtained from five Cleveland High School staff members, one Cleveland area resident and five college interns. Hours of tutoring and the percentage of tutoring time provided by each group for the first 25 weeks of the 1984-85 school year were:

Tutors	N	Hours	Percent
Retired Teacher Tutors[1]	21	1,193	52
Peer Tutors[2]	21	919	40
Cleveland High School Staff[2]	5	93	4
College Interns[2]	5	54	2
Community Tutor[2]	1	25	1
Totals	58	2,284	99+

1 Retired Teacher Tutors Listed on Attachment 5
2 Peer Tutors, High School Staff, Interns, Community Tutor: Attachment 6

Tutor Training

An orientation for tutors at the beginning of the school year was conducted to explain the needs of students to be tutored, the materials and procedures of the HOSTS program, and the objectives of effective tutoring (Attachment 4 contains an orientation news release). Tutors learned that students in need of remedial tutoring instruction have often experienced failure and that tutoring must produce successful experiences and improve self-esteem in order to encourage further efforts to learn and to do well in school. It was emphasized that the uniqueness of each student must be recognized and the instructional plan must be tailored to the specific needs of the student. Training for tutoring during the orientation is regarded as the beginning of the task to make one-to-one instruction effective. Additional training occurs throughout the year via the supervision and assistance by the HOSTS teacher.

Student Enrollment

The program began with 40 students with approximately one-third enrolled in each of the three periods. Eight students left (graduated or dropped out) during the first semester and six new students entered at the beginning of the second semester. Thirty-two students were enrolled both semesters. Hours with tutors totaled 2,253.

Students Being Tutored

All Year - 32 students - 25 weeks
75 instructional hours x 32 = 2400 hours
55 hours with tutors x 32 = 1760 hours

Began 2nd semester - 6 students - 12 weeks
36 instructional hours x 6 = 216 hours
27 hours with tutors x 6 = 162 hours

Dropouts (2 "graduated")
3 at 18 weeks
instructional hours = 162
hours with tutors = 120
2 at 15 weeks
instructional hours = 90
hours with tutors = 68
2 at 21 weeks
instructional hours = 126
hours with tutors = 95
1 at 24 weeks
instructional hours = 72
hours with tutors = 48

Total hours with tutors:

1760 + 162 + 331 = 2253

HOSTS Materials

HOSTS materials are organized in a systematic manner which provides teaching and testing in six major reading skill areas of various levels of difficulty. Levels of difficulty are in categories which approximate grade levels. A particularly important feature of the program is that student progress is reported and stored in computer files and that different tutors can access the data to know what has been learned and what is next to be taught.

Materials used to test mastery of skills taught are called "reading skill exercises." The tests are part of the Fountain Valley Teacher Support System in Reading which is designed to teach 367 reading skills. Each skill has a behavioral objective which defines proficiency and the proficiencies are evaluated by 77 tests for achievement in six levels of difficulty. It is emphasized that students should understand the instructional purposes of

testing and that there is no competition with other students. Failure is not possible, since the results of testing are simply to mark progress and identify further instructional needs for each individual.

A possible concern about HOSTS materials at the high school level is that the topics and content were selected for the level and interests of elementary school age students. Some materials are available with teenage interests and lower level reading skill requirements but many stories and situations are geared for younger children. The problem, if it exists, would be attitudinal rather than technical and could be significant or minimal. A survey of students and tutors along with several interviews was conducted to help answer this question as well as others and the results will be explained in another section of this report. It is also known, however, that the HOSTS Corporation has recently completed a new inventory of materials for older students in response to this concern.

BUDGET

Cost figures below are provided as an estimate for a budget which would be needed to establish a HOSTS program in another Portland high school:

1. HOSTS Corporation fee for training, instructional materials, computer software, and support services (newsletter and conferences).	$ 6,700
2. Half-time Aide.	5,500
3. Apple IIe Computer.	2,200
4. Additional books and instructional materials.	3,000
5. Miscellaneous costs for awards, tutor recognition, supplies, etc.	100
Estimated Total	$17,500*

*Above costs are over and above the cost of a half-time reading teacher (.5 FTE) which could be provided by the reassignment of staff rather than the addition of the staff. More specific cost information for particular circumstances may be obtained from the HOSTS Corporation.

TEST RESULTS

RIT GAINS

Test results for 38 students in the Cleveland High School HOSTS reading program are shown below. The mean gain of 10.6 RIT points is exceptionally high.

N	Spring '85	Spring '84	Difference
1.	227	207	20
2.	227	215 F	12
3.	224	206	18
4.	224	219	5
5.	224	213	11
6.	223	202	21
7.	222	206	16
8.	222	205 W	17
9.	221	195	26
10.	220	207	13
11.	220	208	12
12.	219	200	19
13.	218	204	14
14.	218	210 F	8
15.	218	213	5
16.	218	208	10
17.	218	195	23
18.	217	208	9
19.	216	205	11
20.	216	191 F	25
21.	215	205 W	10
22.	213	191	22
23.	212	209	3
24.	211	214	-3
25.	211	198	13
26.	211	204	7
27.	211	200	11
28.	210	203 W	7
29.	210	202	8
30.	209	205 W	4
31.	208	195	13
32.	207	201	6
33.	207	196	11
34.	204	207 W	-3
35.	199	193	6
36.	199	204	-5
37.	195	191	4
38.	191	196	-5
	8135	7731	404

Spring 85 Mean: 214.0
Spring '84 Mean: 203.4
Mean Gain: 10.6

*Most pretest scores were obtained from testing during the spring of 1984. Exceptions are noted as F (October 1984) or W (December 1984).

Explanation of Gains

How high is a gain of 10.6 RIT points and how much of this gain is due to the HOSTS program?

Gains of four or five RIT points from spring to spring testing could be viewed as approximately average for students at the high school level in remedial reading classes. Chapter I test means for students in grades 9-12 during the 1983-84 school year, for example, were reported as follows:

Chapter I Fall 1983 - Spring 1984 Reading Test RIT Means

Grade	N	Fall	Spring	Gain
9	133	204.59	208.08	3.49
10	71	204.23	206.97	2.74
11	39	201.95	203.79	1.84
12	31	203.26	206.55	3.29

Since the weighted average of the above means is approximately three points for the time between fall and spring testing, it would seem that, by a process of extrapolation, four to five points would be a reasonable expectation for average growth between spring to spring testing. Even with allowance for considerable error in extrapolation, it appears that the RIT mean gain of 10.6 is remarkable.

The extent to which the gains were due to HOSTS' methods and materials cannot be stated with certainty, but it seems clear that one-to-one tutoring works well and that systematic procedures and effective management are helpful, if not essential. This is to say that HOSTS "looks good" but credit for success must be shared with the people who made it work. Capable leadership was

provided by the reading teacher manager and many of the tutors were experienced teachers (retired). Also, most of the students seemed well motivated to learn.

It was at first assumed that the largest gains would be made by the Southeast Asian refugee students and that much of their improvement in reading skills would be due to day-to-day living experiences in the use of the English language. This hypothesis was supported, to some extent, by the results of a separate analysis of test scores which showed that the average Southeast Asian refugee student gained 11.1 RIT points. However, the mean gain for the other students was 9.2 RIT points which is high enough to suggest that the program has promise for more typical populations as well as for students with English as a Second Language.

SE Asian Refugee Students (N=20)	Means	American Born/English Proficient Students (N=18)	Means
Spring 85	212.7	Spring 85	215.6
Spring 84	200.8	Spring 84	206.4
Mean Gain	11.9	Mean Gain	9.2

Although the gains for both of the above groups are large, the group sizes are small which means that the excitement of success must be tampered with the realities of research. Errors of measurement and statistical treatments are such that N's (numbers in the group) larger than 30 are preferred. The N's of 20 and 18 are low enough to require caution in the interpretation of data for this year but large enough to be hopeful for the results of the future.

SURVEY RESULTS

Survey Forms

To obtain evaluative information from program participants, survey forms were given to all tutors and tutorees during the last month of class. Tutorees were asked if their reading skills improved and if they were pleased with the amount of their reading improvement. Additional questions were asked about the quality of help from tutors, the appropriateness of reading levels of books and materials, and whether or not they would recommend the class to others. The lower half of the form provided space to write about the best features of the program and the improvements needed (see Attachment 7).

Questions for tutors asked if the program was well organized, if students appreciated the tutoring, if the time used for tutoring was worthwhile, if the materials were satisfactory, and if the tutors would be willing to come back again next year. Tutors were also asked to state what was best about the program and what was needed to improve the program for next year (Attachment 8).

The results of the survey were highly favorable for the program in its present form. Both the students tutored and the tutors had high praise for virtually every aspect of the operation and were especially pleased with the leadership and the organization of the class. Numerous comments were made about the comfortable climate of the class and the good feelings created by bringing together students eager to learn with tutors happy to help. The most basic element of the program, which is to provide one-to-one instruction at each student's level and rate of learning, was often mentioned as the best way to help students with special needs learn to read.

The tally of responses to six questions posed to the student tutorees is shown below:

Student Survey Responses

The following questions are for students who have received help with reading from tutors in the HOSTS program. Please check the space to answer yes, no, or uncertain, to each question.

	Yes	No	Uncertain
1. Have your reading skills improved in this class?	35	0	3
2. Are you pleased with the amount of improvement?	30	5	3
3. Do you enjoy reading more now?	24	8	6
4. Did your tutor give you added encouragement to read better?	33	1	4
5. Did we choose books and reading materials for your reading level and ability?	33	2	3
6. Would you recommend this class to a friend who needs help with reading?	31	4	3

Responses from tutorees about the best features of the program and improvements needed are provided below in the form of key phrases excerpted from the written responses:

Students Tutored (Tutorees)

Question: What do you like best about this program?

I like the individual attention and help/Appreciate the parties, games and food/Liked work at own pace for personal goals/Tutors are nice/Reading to a tutor/My attitude about reading improved/Working with the tutor/Vocabulary improvement/Help with pronunciation/Skills work and oral reading/Help with vocabulary/Choice of books and writing practice/Help with pronunciation/I gained new insight in reading techniques/This class runs smoothly/It's wonderful to have a tutor/Like tutor help/Writing in journal helps/Have received much help/Students work at own speed/Like both silent and oral reading/I now like to read in English/Like teacher and tutor help/Like to work at own speed/One-to-one help/Tutor help and clear explanations by teacher/This class sharpens reading skills/A tutor to read to/ Individual help from teachers and tutors/I love this program/Help with comprehension skills/This class is so exciting/Reading outloud/

The teacher is nice/Help with questions/Best class to learn English/Help with vocabulary/I appreciate help with reading.

Question: What could be done to improve this class?

Just fine as is/Nothing needed/Like program as is/More recognition for students/Need better books/More work on vocabulary/Nothing to improve/More reading books needed/Tutors need to be patient/More group instruction/Like the way it is/Suggest weekly testing/Need more tutors/More interesting reading materials are needed/No improvement needed/HOSTS program already improved/More help with vocabulary and reading/More classtime with no changes/Nothing should be changed/Need more tutors/Need more variety of books/More vocabulary and more books/ Class is sometimes too noisy/More tutors/More oral reading and more books/Assign more homework/Continue as is/Need tutor help with spelling/Suggest more independent work with help from tutor as needed/No change/Would like wide selection of exciting books/More books or magazines/Tutor does all the talking/No changes/More of the same/Need longer work sessions.

It is somewhat unusual to find so many responses in a survey questionnaire about an instructional program which are so laudatory. But, it should also be noted that the circumstances of this program are also unusual. First, approximately one-half of the students tutored are Southeast Asian refugees who are highly motivated to learn to improve their language and reading skills. It is also characteristic of many Asian-born students to be exceptionally polite, hard working, and appreciative of educational assistance. Second, the retired teachers volunteer their time without remuneration for their work, which certainly warrants special appreciation. Student tutors are also volunteers, although they do receive a half credit of elective English for one semester of tutoring. Finally, the leadership of the program is especially well-suited to operate this kind of program which includes a rich mixture of encouragement, inspiration, and recognition for achievement. Also, the HOSTS system is well developed and provides both methods and materials for successful tutoring.

Comments which suggested possibilities for improvement were mostly about the reading materials. It was stated in various ways that more books and more

interesting reading materials would be appreciated.

Survey results from tutors, both the retired teacher tutors and student tutors, were also highly positive about the Cleveland HOSTS tutoring project. It was virtually unanimous that the program was well organized and that the students were appreciative. Materials for tutoring, however, were satisfactory to only 15 out of the 23 respondents, while four (4) marked "No" and four (4) others marked "Uncertain" as their survey answer.

Seventeen (17) out of 23 students stated that they would be willing to return while 1 marked "No" and 5 marked "Uncertain." Four of the five marking the "Uncertain" column were retired teachers who expressed concerns about the long stairway climb to the third floor and/or lack of challenge and involvement in the program.

The tally of responses to five questions to the tutors produced the following results:

Survey Responses from Tutors

Your participation as a tutor in the Cleveland HOSTS reading program is very much appreciated. Your answers to the questions below will be used to improve the program for future participants. All questions may be answered by stating yes, no, or uncertain, and additional space is provided if you have comments.

	Yes	No	Uncertain
1. Was the program well organized?	22	0	1
2. Did your students seem to appreciate your help?	22	0	1
3. Was it worth your time to tutor here?	20	0	3
4. Were the materials for tutoring satisfactory?	15	4	4
5. Would you be willing to come back again next year?	17	1	5

Responses from the student tutors and retired teacher tutors in answer to questions about the best features of the program and suggestions for improvement, in excerpted form, are as follows:

Tutors (Students and Retired Teachers)

Question: What do you like about the program?

Student Tutors: Well organized/Students work at own pace/Students work at own level/Reading outloud helps/Comfortable atmosphere/Oral reading/One-to-one attention/Good people and good learning atmosphere/ This helps students achieve reading goals.

Retired Teacher Tutors: One-to-one involvement and organization/ Appreciation by teachers and district/I enjoy the eagerness of students/Enjoy helping students/Program is well organized/Good student attitude/Enjoyed students/Help was needed/Well organized and students are responsible/Good instructional leadership/Students are eager to learn/Individualization of program and students/Beautifully organized and great climate/Motivated students and good workbooks/ Good leadership/It's rewarding to help students.

Question (Request): Please suggest ideas for improving the program for next year.

Student Tutors: More writing/More tutors/Separate good friends who talk too much/Assign homework/More time needed/More reading books needed/Better book selection/First chance to participate should be given to motivated students/Longer class period/More variety in assignments.

Retired Teacher Tutors: More books/Develop lists of synonyms/Need more information about tutoring materials/Continue as is/Stairs may discourage retired people/Larger selection of paperbacks needed/ Didn't feel involved/No challenge for reading teacher/Visit McLaughlin Junior High for more ideas.

Tutor responses were similar to the comments of tutorees which praised the leadership and organization of the program, individualization of instruction, and the highly favorable atmosphere for learning. Suggestions for next year emphasized the need for more books.

SUMMARY AND RECOMMENDATIONS

The pilot HOSTS project at Cleveland High School has been highly successful in terms of benefits to students. The project in operation during 1984-85 was a continuation of the Retired Teacher Tutoring Project which began in the spring of 1983, combined with HOSTS tutoring methods and materials. Although tutoring by the retired teacher tutors each year was very effective, the addition of HOSTS proved to be a means by which most of the identified needs were satisfied.

Test score gains were exceptionally high as compared with gains obtained by comparison groups such as Chapter I and the total District. Also, the gains this year (1984-85) are better than the gains of tutoring during the previous year. Improvement over the tutoring project gains of last year is especially noteworthy since the gains registered at that time were above average and well above the usual gains for students with low level reading skills. The substantial increases in reading test scores add support to the viewpoint that HOSTS' procedures, as implemented by the Cleveland High School teachers and tutors, are highly effective.

In addition to the improvement of reading skills as indicated by the results of testing, it seems apparent that the manner in which the project was conducted had a highly favorable impact on the attitudes of the students. Observations, survey results, and interviews with students produced a number of indications and statements that attitudes towards school, teachers, peers, and self were considerably better after only a few weeks participation in the program. Such changes would be expected to improve self-esteem and working relationships with others and contribute to better circumstances for learning,

as well as the endeavors of living and working outside the school and after graduation. So, tutoring at its best includes encouragement, recognition of the importance of each individual tutoree, and pride in effort and whatever amount of achievement is realized as well as the technical aspects of teaching the skills of reading.

Recommendations for next year are:

1. Most of the comments from students and tutors suggested that the program at Cleveland be continued next year as is, without change.

2. A few suggestions stated that books and reading materials could be improved.

3. If the class time of forty-five minutes is too short, the solution may require some attention to the use of the time available rather than a longer period.

4. A suggestion was made during a meeting with retired teacher tutors on the last day of the project year to hold several (two or three) tutor staff meetings to discuss topics of interest and concerns during the year. The exchange of information and ideas at such meetings could be well worth the time.

5. A field trip to the main library (downtown) was suggested to obtain library cards and to encourage the use of this outstanding reading facility.

6. It is recommended that winter and spring 1984-85 test scores be reviewed in conjunction with the recommendations of teachers to select students for next year who would be most likely to benefit from the program.

7. Tutoring should be flexible in the use of materials and procedures to allow experienced teachers to utilize their own expertise in the planning and delivery of instruction.

8. Next year, with the use of Chapter I funding, the program will be expanded from three classes to four or five classes. Such expansion is well advised considering the number of students in need of special assistance and the exceptional results of this project.

9. A recommendation for the Office of Public Information is to provide more publicity for this project and to suggest that invitations to visit tutoring classes be sent to other Chapter I high schools.

10. Arrangements for survey testing for the 1985-86 year should be made to test as early in September as possible and again in late May. Provisions for the return of test data should assure that test results are available within one week.

NOTE: An evaluation report on the topic of HOSTS in the elementary schools during 1984-85 (Kushman and Yagi) may be obtained from the PPS Department of Research, Evaluation and Testing.

6531E
06-27-85

Attachment 1

PORTLAND PUBLIC SCHOOLS
501 North Dixon Street / Portland, Oregon 97227
Phone: (503) 249-2000
Mailing Address: P.O. Box 3107 / 97208-3107
OFFICE OF THE SUPERINTENDENT

Matthew W. Prophet
Superintendent

August 27, 1984

Dear Retired Educator,

I have exciting news to report. The Retired Teachers Tutoring Project has proved to us that one-to-one tutoring by retired teachers produces results. The 1983-84 project evaluation shows that RIT score gains in reading were high average.

Your colleagues who volunteered in this project are to be congratulated for a job well-done.

From the tutoring project we learned several things. First, that students benefit from this type of assistance; second, that we need to provide skill-specific materials for the tutors to work with; third, that students should have a class scheduled for this assistance on a regular basis. With this in mind, the planning committee approached the HOSTS program and Cleveland High School to explore possibilities for 1984-85.

Now more exciting news! The Portland Public Schools will pilot a high school HOSTS program at Cleveland this year and we will need fifty retired educators to volunteer to tutor in this exciting pilot project.

WILL YOU HELP US? Please volunteer one morning per week at Cleveland High School and help us to make this program a success. Cleveland's curriculum vice-principal Dorothy Jones and reading teacher Peter Thacker are busily preparing for an October 1 program starting date. They will hold an orientation session at Cleveland High School, 3400 SE 26th Ave., on September 25 at 10:30 a.m.

The satisfaction of helping students learn was a major motivating factor in drawing you to a career in education, and this project will allow you to continue to provide this valuable service.

Skill-specific materials will be available, the students will be scheduled into the reading tutorial classes, and the Cleveland High School staff is eager to work with you to make this innovative project a success.

If you are currently tutoring at another school, please feel free to continue there; however, we encourage you to consider volunteering one morning a week at Cleveland on this pilot project as well if your schedule permits.

A small stipend for transportation and lunch will be provided and every effort will be made to see that parking is available.

Please send the enclosed volunteer form to my office to indicate your willingness to join us. If you have questions, please call Marlene Bayless Mitchell, of Public Information and Communication 249-2000, ext. 475.

We in the Portland Public Schools value the continued help and support from the Oregon Retired Teachers Association, Unit I.

Sincerely,

Matthew Prophet

Matthew W. Prophet
Superintendent

MWP:sam

enclosure

OVERVIEW AND SPECIFICATIONS FOR CONSIDERING HOSTS (HELP ONE STUDENT TO SUCCEED) IN HIGH SCHOOLS AND/OR MIDDLE SCHOOLS IN PORTLAND

HOSTS program overview

The HOSTS model serves as a program designed for remedial reading. HOSTS operates from a resource center (classroom sized room), staffed by a reading teacher and an aide. Students served in HOSTS are first assessed with an informal reading inventory and then diagnosed with criterion referenced tests (HOSTS Reading Skills Inventory/Fountain Valley). Based on the test results, a long-range educational plan is developed for each student on which are recorded reading deficiencies and resources (from HOSTS Cross-referenced Materials Guide) to teach to identified needs. The reading teacher uses this information to derive weekly instructional plans for each student. Daily instruction is delivered from the weekly plan in a one-to-one setting with the student and a volunteer tutor. The reading teacher continuously assesses student progress and communicates this information to students, staff, principals and parents.

HOSTS is operating in 24 Portland elementary schools.

The HOSTS reading skills objectives correlate with the Portland Achievement Levels goals and sub goals.

The management of the HOSTS program is available on computer. It significantly decreases the paper work and planning time required in the HOSTS model.

Specifications

In becoming a HOSTS school, the principal, curriculum vice principal, reading teacher and staff agree to:

1. Provide a reading resource room, staffed by a reading teacher and aide, and supplied with appropriate materials cross referenced and recommended by HOSTS.

2. Participate in HOSTS training workshops designed for reading teachers, aide and principal and/or designee(s). (4 days for teachers and aides, ½ day for administrators.)

3. Carry out their roles in HOSTS (see attached enclosure) and commit to the underlying philosophy and process of HOSTS.

4. Assess target students with HOSTS criterion tests, informal reading inventories (minimum of 3 times a year) and pre/post tests on standardized achievement test. Norm referenced data to be shared with HOSTS Corporation.

5. Provide tutors each day for all target students.

6. Provide HOSTS reading teachers with adequate planning time.

7. Monitor the program and share data with HOSTS Corporation.

Next steps for consideration:

Any interested High School staff (Principal, CVP, Department Chair and interested teachers) should request an overview and orientation to HOSTS from Marsha Farrow, 249-2000, ext. 381.

Subsequent to orientation, next steps for implementation would be facilitated by Language Arts Coordinator, Mary Bothwell, 239-5821.

Building Principal/CVP/Program Coordinator

The principal should assume responsibility for the total HOSTS program in his/her building. This includes:

1. Supervising the planning and coordination of a reading schedule that would facilitate the movement of students from the classroom to the reading center.
2. Preparing staff to see the need for, and value of, volunteers as an educational resource in the teaching of reading.
3. Supervising training experiences for teachers so that they can more effectively coordinate HOSTS with their total reading program.
4. Providing training experiences to aides and volunteers for their supportive roles in the HOSTS program.
5. Assisting in the recruiting and training of volunteers.
6. Providing for the materials, equipment, and space necessary to carry out the program.
7. Participating in the program (i.e., tutoring one hour per week).
8. Planning of a program for recognition of volunteers.
9. Supervising the testing and data collection process.
10. Provide for regular staff meetings.

HOSTS Reading Teacher

Responsibilities of the HOSTS teacher include:

1. Assisting in identifying students who are in need of reading help.
2. Testing and diagnosing students' specific reading deficiencies.
3. Developing individual reading plans for each student by specifying needs, materials and activities appropriate for teaching to those needs.
4. Assisting in the recruiting and training of tutors for their supportive roles in HOSTS.
5. Assisting with inservice to acquaint staff with HOSTS.
6. Working with principal and teachers in the development of schedules that would facilitate the movement of students from classrooms to the reading center.
7. Coordinating HOSTS with the other building programs.
8. Surveying reading materials--making recommendations to the staff regarding availability, appropriateness and value to their program.
9. Maintaining test data and records on HOSTS target students and evaluating HOSTS program.
10. Assisting in planning and executing a program for volunteer recognition.

HOSTS Reading Aide (assistance)

Responsibilities of the HOSTS assistant include:

1. Reporting to, and planning with, the HOSTS teacher.
2. Following the teacher's directions and giving directions where appropriate to teachers, students, parents and tutors.
3. Becoming familiar with testing techniques associated with standardized tests, informal reading inventories and criterion referenced tests.
4. Assisting in recruiting and training volunteers, inventorying materials and studying materials to gain knowledge of their use.
5. Setting up student folders-- determining what materials have been prescribed by the specialist for a particular lesson and seeing that those materials are placed in the student's folder.
6. Doing clerical tasks such as recording test scores, maintaining student records, updating schedules and keeping the reading center in good order.

HOSTS Tutor

Responsibilities of the HOSTS tutor include:

1. Working with individual students on materials or activities prescribed by the HOSTS specialist and assisting students with specific skill needs.
2. Helping to build a positive self image in students by being positive and supportive so students can enjoy learning.
3. Following directions and providing feedback on student performance.
4. Being faithful and prompt in attendance.

A SUCCESSFUL HOSTS PROGRAM REQUIRES TEAM EFFORT. EVERYONE--FROM ADMINISTRATOR TO VOLUNTEER--MUST UNDERSTAND HIS/HER ROLE, AND THE ROLE OF ALL INVOLVED IN THE PROGRAM, TO INSURE PROGRAM SUCCESS.

Attachment 3

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Attachment 4

PORTLAND PUBLIC SCHOOLS

NEWS SERVICE

Department of Public Information & Communication / 501 N. Dixon St. / Portland OR 97227/(503) 249-3304

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CLEVELAND HOSTS READING 'HOSTS' SEPT. 25 FOR TUTORING PROJECT

Cleveland High School hosts "HOSTS" next Tuesday (Sept. 25).

The school is holding a 10:30 a.m. orientation session at 3400 S.E. 26th Ave. for retired teachers volunteering for a new one-on-one pilot reading project involving the Help One Student To Succeed (HOSTS) Program.

HOSTS, long involved in Portland Public Schools elementary grade levels, until now has not had remedial instructional materials for high school students.

Unit I of the Oregon Retired Teachers Assn. last year provided volunteers for a pilot Retired Teachers Tutoring Project and, according to Supt. Matthew Prophet, used random materials and times to help selected high school students raise their basic skills levels in reading.

Despite those gains, Supt. Prophet said that the pilot project pinpointed needs for tutors to have specific skills materials geared to secondary students and regularly scheduled tutoring classes.

Cleveland's HOSTS pilot project is designed to meet those needs and is scheduled to start Oct. 1 with 50 retired teachers, each volunteering to tutor one morning a week.

ORTA volunteers will receive small stipends for transportation and meal expenses.

FOR FURTHER INFORMATION, please contact: Dorothy Jones, Cleveland curriculum vice principal, 233-6441 or Marlene Bayless Mitchell, communication specialist, 249-3304, Portland Public Schools.

HOSTS Tutors - Cleveland High School

Name	Day	Period(s)
Larcel Abendroth	Monday	1-3
Myrtle Duerksen	Wednesday	1-2
Maxine Gruen	Monday	1-3
Irene Langston	Thursday	2-3
Jack Langston (through Nov. 15)	Thursday	2-3
Mildred Livesay	Mon-Thurs.	1-3
Rosalie Meyers	Tuesday	2-3
Nell Napier	Monday	1
Celeste Rehor	Thursday	2-3
Hazel Rue	Monday	1-3
Clarice Sinner	Wednesday	1-3
Bonnie Taylor	Monday	1-3
Dr. L. Mila Warn	Wednesday	1-3
Henry Weatherspoon	Monday	3
Natalie Wiegel	Thursday	2-3

Reading tutors due at school

Eighteen retired teachers will return to school this year to be tutors to Cleveland High School students who need help in acquiring minimum reading competency skills.

The volunteer teachers attended an orientation session this week under the Help One Student To Succeed, or HOSTS program.

The tutoring program will be a pilot project at Cleveland, said Marlene Bayless Mitchell, a Portland Public Schools communication specialist.

Students will go to their reading class daily. Three classes of 15 different students will be held, and each student will meet with a tutor four days a week, Mitchell said.

The students in the classes are in the graduating class of 1985, she said.

The HOSTS program long has been involved in the public schools' elementary grades, but remedial instructional materials were not previously available for high schools, Mitchell said.

The Oregon Retired Teachers Association provided volunteers for a similar project last year, she said, but it became apparent that specific materials for high school students and regularly scheduled classes would be necessary.

The new project will start at Cleveland next week, Mitchell said.

9/27/84

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HOSTS Program

Cleveland High School

Peer Tutors

Per. 1	Brent Johnson	Dawn Jones (4 weeks)
	Teresa Moody	Shelli Pichard
	Warren Redman	
	Karri Weaver	
Per. 2	Gerry Hoar	cont'd
	Tom Erickson (15 weeks)	Chris Day
	Bobby Lamb	Morgan Peets
	Janelle McFeron	Michelle Stahlecker
	James Simms	
	Shawn Speelman	
Per. 3	Dyrall Goods	Cont'd
	Marty Policar	cont'd
	Roxana Tavakol	cont'd
	Larry Piatt	cont'd (5 weeks)
	Beth Coffey	Diane Will
		Elizabeth Roe (2x/week)
	15 total	10 total full-time
	14 for full semester	1 ½ time
		2 dropouts

Community Tutor

Kelly Sweet - 2 periods, twice a week through Christmas break

TUTORS-IN HOUSE

NAME	STREET ADDRESS	ZIP	PHONE	DAY(S)	PER	R =	A =
COULSEN, BETTY	CLEVELAND HIGH SCHOOL	97202		W	2		X
FOSTER, NANCY	CLEVELAND HIGH SCHOOL	97202		W	1		X
KLUG, KAREN	CLEVELAND HIGH SCHOOL	97202		W	3		X
PHAM, TUYEN	CLEVELAND HIGH SCHOOL	97202		TH	1		X
VAWTER, BARBARA	CLEVELAND HIGH SCHOOL	97202		TH	1		X

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STUDENTS

The following questions are for students who have received help with reading from tutors in the HOSTS program. Please check the space to answer yes, no, or uncertain, to each question.

	Yes	No	Uncertain
1. Have your reading skills improved in this class?	X		
2. Are you pleased with the amount of improvement?	X		
3. Do you enjoy reading more now?	X		
4. Did your tutor give you added encouragement to read better?	X		
5. Did we choose books and reading materials for your reading level and ability?	X		
6. Would you recommend this class to a friend who needs help with reading?	X		

The questions below are asked to find out what is best and what is needed to improve the HOSTS reading program?

1. What do you like best about this program?

The best thing I like in this program because it is wonderful to have a tutor sit with you and help you develop in more reading. In my opinion it is very good to have the HOSTS program in the future.

2. What could be done to improve this class?

In this year with this program I have much more improved than when I was in the regular reading class. HOSTS program is the improved program to help student to successed in their graduation from high school.

Please use back of page if more space is needed.

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TUTORS

Your participation as a tutor in the Cleveland HOSTS reading program is very much appreciated. Your answers to the questions below will be used to improve the program for future participants. All questions may be answered by stating yes, no, or uncertain and additional space is provided if you have comments.

	Yes	No	Uncertain
1. Was the program well organized?	✓		
2. Did your students seem to appreciate your help?	✓		
3. Was it worth your time to tutor here?	✓		
4. Were the materials for tutoring satisfactory?	✓		
5. Would you be willing to come back again next year?	✓		

Comments: I felt that the time I donated was well-spent, and appreciated by both faculty and students.

What do you like best about the program? I enjoyed the eagerness with which most of the students cooperate.

Please suggest ideas for improving the program for next year.

Perhaps having the students develop lists of synonims for some of our commonly used words would be of value — particularly to those for whom English is a new language. Also a little emphasis on identifying parts present and future from the form of a verb used in context.

Please check the appropriate space. I am a

___ Cleveland High School student tutor

✓ Retired teacher tutor

___ College intern

___ Neighborhood volunteer

___ Cleveland High School employee

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